



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 12151556  
SAU: MSAD 21  
School: T W Kelly Dirigo Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

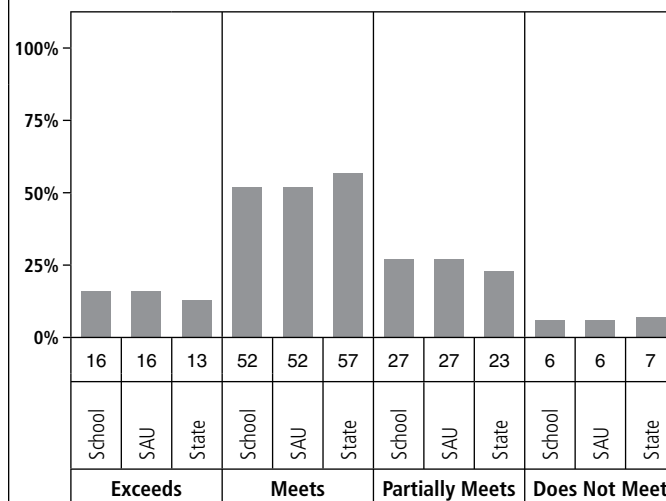
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: MSAD 21  
School: T W Kelly Dirigo Middle School

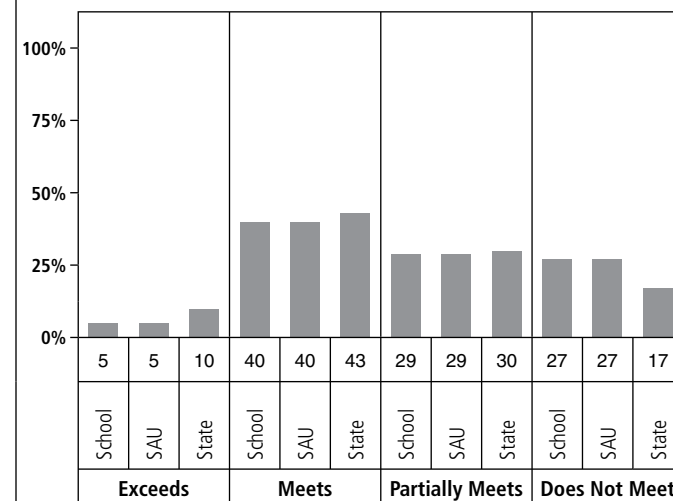
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	638	638	644
2006–2007	648	647	646
<b>2007–2008</b>	<b>647</b>	<b>647</b>	<b>648</b>
Cum. Avg. *	644	644	646
<b>Mathematics</b>			
2005–2006	630	630	641
2006–2007	642	641	643
<b>2007–2008</b>	<b>637</b>	<b>637</b>	<b>642</b>
Cum. Avg. *	636	636	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: MSAD 21  
School: T W Kelly Dirigo Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	83	100	83	100	14365	100	83	100	83	100	14266	99	83	100	83	100	14268	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99						
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99						
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100						
Hispanic	1	1	1	1	149	1	1	100	1	100	147	99	1	100	1	100	147	99						
Caucasian/White	82	99	82	99	13438	94	82	100	82	100	13353	100	82	100	82	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	11	13	11	13	2518	18	11	100	11	100	2479	99	11	100	11	100	2479	99						
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
<b>Economically disadvantaged</b>	43	52	43	52	5335	37	43	100	43	100	5277	99	43	100	43	100	5279	99						
<b>Migrant</b>	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	77	93	77	93	11613	81	74	89	74	89	11626	81						
Identified disability (PET/IEP)	6	8	6	8	373	3	5	7	5	7	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	1	1	1	1	149	1	1	1	1	1	150	1						
<b>Participation with accommodations</b>	6	7	6	7	2451	17	9	11	9	11	2446	17						
Identified disability (PET/IEP)	5	83	5	83	1909	78	6	67	6	67	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	0	0	0	0	85	3	0	0	0	0	84	3						
Other	1	17	1	17	350	14	3	33	3	33	335	14						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	197	1	0	0	0	0	196	1						
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 21  
School: T W Kelly Dirigo Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	0	0	0	0	1176	8
	2006-2007	9	12	9	12	1132	8
	<b>2007-2008</b>	<b>13</b>	<b>16</b>	<b>13</b>	<b>16</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	22	10	22	9	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	29	40	29	39	7612	51
	2006-2007	42	58	42	56	8127	57
	<b>2007-2008</b>	<b>43</b>	<b>52</b>	<b>43</b>	<b>52</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	114	50	114	49	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	29	40	30	41	4080	27
	2006-2007	15	21	17	23	3549	25
	<b>2007-2008</b>	<b>22</b>	<b>27</b>	<b>22</b>	<b>27</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	66	29	69	30	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	15	21	15	20	2005	13
	2006-2007	7	10	7	9	1478	10
	<b>2007-2008</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>981</b>	<b>7</b>
	Cum. Total*	27	12	27	12	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	32.0	57.1	32.0	57.1	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	15.5	55.4	15.5	55.4	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.5	58.9	16.5	58.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 21  
 School: T W Kelly Dirigo Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	83	13	16	43	52	22	27	5	6	647	83	16	52	27	6	647	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	82	12	15	43	52	22	27	5	6	647	82	15	52	27	6	647	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	1	9	6	55	4	36	630	11	0	9	55	36	630	2282	2	29	42	27	636
No	72	13	18	42	58	16	22	1	1	649	72	18	58	22	1	649	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	83	13	16	43	52	22	27	5	6	647	83	16	52	27	6	647	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	43	4	9	20	47	15	35	4	9	642	43	9	47	35	9	642	5153	6	51	31	12	643
No	40	9	23	23	58	7	18	1	3	652	40	23	58	18	3	652	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	83	13	16	43	52	22	27	5	6	647	83	16	52	27	6	647	14057	13	57	23	7	648
<b>Gender</b>																						
Female	44	11	25	21	48	11	25	1	2	649	44	25	48	25	2	649	6967	16	59	20	5	650
Male	39	2	5	22	56	11	28	4	10	645	39	5	56	28	10	645	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	4	27	10	67	1	7	639	15	0	27	67	7	639	1186	6	41	42	11	642
No	68	13	19	39	57	12	18	4	6	649	68	19	57	18	6	649	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	2										2						557	50	48	2	0	661
No	81	13	16	41	51	22	27	5	6	647	81	16	51	27	6	647	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 21  
School: T W Kelly Dirigo Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	3	43	3	43	1	14	639	8	0	43	43	14	639	6	7	43	30	20	641
B. less than one hour	61	7	14	30	59	13	25	1	2	647	61	14	59	25	2	647	56	13	58	23	6	648
C. one to two hours	23	6	32	9	47	4	21	0	0	654	23	32	47	21	0	654	34	15	60	20	5	649
D. more than two hours	7	0	0	1	17	2	33	3	50	629	7	0	17	33	50	629	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	32	7	27	12	46	4	15	3	12	648	32	27	46	15	12	648	40	17	60	19	5	650
B. They match some of what I have learned.	57	6	13	27	57	14	30	0	0	648	57	13	57	30	0	648	48	12	59	23	6	648
C. They match just a little of what I have learned.	6	0	0	3	60	2	40	0	0	643	6	0	60	40	0	643	9	7	45	34	15	643
D. There is no match.	5	0	0	0	0	2	50	2	50	629	5	0	0	50	50	629	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	20	5	31	8	50	1	6	2	13	652	20	31	50	6	13	652	28	26	58	11	4	653
B. good	54	8	18	26	59	9	20	1	2	649	54	18	59	20	2	649	54	9	61	24	6	647
C. fair	23	0	0	7	37	11	58	1	5	640	23	0	37	58	5	640	16	3	48	37	13	642
D. poor	4	0	0	1	33	1	33	1	33	634	4	0	33	33	33	634	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	15	1	8	5	42	5	42	1	8	642	15	8	42	42	8	642	15	10	48	27	15	644
B. about the same as my regular schoolwork	63	9	18	26	51	14	27	2	4	647	63	18	51	27	4	647	66	13	59	22	5	649
C. easier than my regular schoolwork	22	3	17	10	56	3	17	2	11	648	22	17	56	17	11	648	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	1	11	6	67	2	22	635	11	0	11	67	22	635	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	52	6	14	23	55	12	29	1	2	647	52	14	55	29	2	647	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	37	7	23	18	60	4	13	1	3	651	37	23	60	13	3	651	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	38	8	26	13	42	8	26	2	6	648	38	26	42	26	6	648	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	57	5	11	27	57	13	28	2	4	647	57	11	57	28	4	647	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	50	1	25	1	25	638	5	0	50	25	25	638	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	21	2	12	11	65	3	18	1	6	649	21	12	65	18	6	649	19	19	58	17	6	651
B. 20 minutes to an hour	33	8	30	13	48	6	22	0	0	651	33	30	48	22	0	651	51	15	60	20	5	649
C. less than 20 minutes	14	2	18	4	36	3	27	2	18	644	14	18	36	27	18	644	12	9	56	26	9	646
D. I rarely read at home.	32	1	4	14	54	9	35	2	8	642	32	4	54	35	8	642	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	614	50	0	0	0	100	614						
D.	50	0	0	0	0	0	0	1	100	628	50	0	0	0	100	628						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 21  
School: T W Kelly Dirigo Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	1	1	1	1	1463	10
	2006-2007	11	15	11	15	2092	15
	<b>2007-2008</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	16	7	16	7	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	19	26	20	27	5914	40
	2006-2007	23	32	23	31	5731	40
	<b>2007-2008</b>	<b>33</b>	<b>40</b>	<b>33</b>	<b>40</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	75	33	76	33	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	24	33	24	32	4494	30
	2006-2007	33	45	33	44	4175	29
	<b>2007-2008</b>	<b>24</b>	<b>29</b>	<b>24</b>	<b>29</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	81	35	81	35	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	29	40	29	39	3014	20
	2006-2007	6	8	8	11	2308	16
	<b>2007-2008</b>	<b>22</b>	<b>27</b>	<b>22</b>	<b>27</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	57	25	59	25	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>19</b>	<b>34</b>	9.0	47.4	9.0	47.4	9.6	50.5
<b>Cluster 2: Shape and Size</b>	<b>15</b>	<b>27</b>	7.1	47.3	7.1	47.3	8.1	54.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>7</b>	<b>13</b>	3.5	50.0	3.5	50.0	4.2	60.0
<b>Cluster 4: Patterns</b>	<b>15</b>	<b>27</b>	6.7	44.7	6.7	44.7	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 21  
 School: T W Kelly Dirigo Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	83	4	5	33	40	24	29	22	27	637	83	5	40	29	27	637	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	82	4	5	32	39	24	29	22	27	637	82	5	39	29	27	637	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	1	9	1	9	9	82	613	11	0	9	9	82	613	2283	2	18	31	49	627
No	72	4	6	32	44	23	32	13	18	641	72	6	44	32	18	641	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	83	4	5	33	40	24	29	22	27	637	83	5	40	29	27	637	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	43	1	2	14	33	13	30	15	35	633	43	2	33	30	35	633	5160	4	34	36	26	636
No	40	3	8	19	48	11	28	7	18	642	40	8	48	28	18	642	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	83	4	5	33	40	24	29	22	27	637	83	5	40	29	27	637	14065	10	43	30	17	642
<b>Gender</b>																						
Female	44	2	5	20	45	12	27	10	23	639	44	5	45	27	23	639	6974	10	43	31	16	642
Male	39	2	5	13	33	12	31	12	31	635	39	5	33	31	31	635	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	3	20	5	33	7	47	627	15	0	20	33	47	627	1192	4	23	43	30	634
No	68	4	6	30	44	19	28	15	22	640	68	6	44	28	22	640	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	2										2						557	53	42	4	0	663
No	81	4	5	31	38	24	30	22	27	637	81	5	38	30	27	637	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 21  
School: T W Kelly Dirigo Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	0	0	1	14	2	29	4	57	627	8	0	14	29	57	627	6	6	33	31	31	635
B. less than one hour	61	2	4	22	43	16	31	11	22	639	61	4	43	31	22	639	56	11	43	30	16	643
C. one to two hours	23	2	11	10	53	5	26	2	11	645	23	11	53	26	11	645	34	11	45	30	14	644
D. more than two hours	7	0	0	0	0	1	17	5	83	609	7	0	0	17	83	609	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	30	0	0	14	56	6	24	5	20	639	30	0	56	24	20	639	45	14	47	28	11	646
B. They match some of what I have learned.	49	4	10	17	41	10	24	10	24	640	49	10	41	24	24	640	43	8	43	33	17	641
C. They match just a little of what I have learned.	19	0	0	2	13	7	44	7	44	627	19	0	13	44	44	627	9	6	30	33	32	635
D. There is no match.	1	0	0	0	0	1	100	0	0	634	1	0	0	100	0	634	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	18	2	13	9	60	3	20	1	7	650	18	13	60	20	7	650	29	24	51	17	8	651
B. good	54	2	4	16	36	13	29	14	31	636	54	4	36	29	31	636	48	6	45	33	16	641
C. fair	24	0	0	8	40	5	25	7	35	631	24	0	40	25	35	631	19	1	29	42	28	634
D. poor	4	0	0	0	0	3	100	0	0	629	4	0	0	100	0	629	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	27	1	5	6	27	10	45	5	23	635	27	5	27	45	23	635	24	5	38	33	24	638
B. about the same as my regular schoolwork	65	3	6	25	47	11	21	14	26	639	65	6	47	21	26	639	62	9	45	31	14	643
C. easier than my regular schoolwork	9	0	0	1	14	3	43	3	43	626	9	0	14	43	43	626	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	30	2	8	13	52	5	20	5	20	641	30	8	52	20	20	641	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	58	2	4	18	38	16	33	12	25	637	58	4	38	33	25	637	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	2	20	3	30	5	50	626	12	0	20	30	50	626	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	5	0	0	1	25	1	25	2	50	620	5	0	25	25	50	620	17	8	39	30	22	639
B. two or three days a week	23	2	11	7	37	7	37	3	16	640	23	11	37	37	16	640	34	11	44	31	14	643
C. two or three times each month	48	2	5	18	46	8	21	11	28	640	48	5	46	21	28	640	31	12	44	29	15	644
D. never or almost never	24	0	0	7	35	7	35	6	30	632	24	0	35	35	30	632	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	0	0	0	0	1	100	600	1	0	0	0	100	600	11	11	37	29	23	641
B. two or three days a week	1	0	0	0	0	0	0	1	100	616	1	0	0	0	100	616	32	11	44	30	15	643
C. two or three times each month	17	0	0	8	57	4	29	2	14	642	17	0	57	29	14	642	32	11	45	30	15	643
D. never or almost never	81	4	6	25	37	20	30	18	27	637	81	6	37	30	27	637	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	17	1	7	4	29	8	57	1	7	640	17	7	29	57	7	640	7	6	29	33	32	635
B. 30–45 minutes	45	0	0	16	43	11	30	10	27	637	45	0	43	30	27	637	37	8	39	34	20	640
C. 45–60 minutes	28	2	9	12	52	4	17	5	22	642	28	9	52	17	22	642	42	13	47	28	12	645
D. more than 60 minutes	11	1	11	1	11	1	11	6	67	622	11	11	11	11	67	622	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	614	50	0	0	0	100	614						
D.	50	0	0	0	0	0	0	1	100	600	50	0	0	0	100	600						